



HALK



ALKS

BY ELLA N. WOOD







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Chalk Talks With Boys and Girls

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How to Make the Chalk Talk for Sunday School Classes, Junior Societies, Vocational Bible Schools, Etc. ∴ ∴

By

ELLA N. WOOD

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BETWEEN OURSELVES

MANY of us are old friends, for we have planned together and worked over the same lessons and problems. You have had the courage to take a few suggestions of mine and adapt them to your work with your class or junior society. To those of you who have used my books I want to say "thank you," for your help has enabled me to give you this book which, I hope, will be of greater service and more suggestive than the preceding ones.

Recently I had a letter from a Junior Superintendent that told how she had made over a lesson of mine which was published in the Junior Department of the *Christian Endeavour World*, and I was delighted to find that she had bettered it materially. That is what you, and every one should try to do.

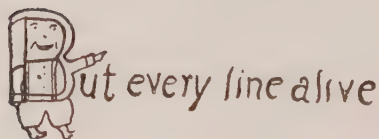
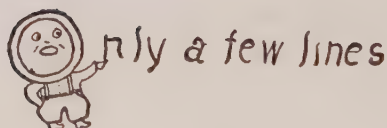
Do not try to imitate my pictures. Study them, then make some of your own, using

these only for suggestion. The best possible use of my work is by way of inspiration.

That this book may bring to some of us a new measure of inspiration and confidence is the earnest prayer of the author.

E. N. W.

East Lansing, Mich.



PART I



I

WHY AND HOW

THE Professor of Archæology would adjust his spectacles and look with searching interest, and wonder on what ancient monument he has seen these hieroglyphics, then turn to his records (Fig. 1) on prehistoric history for further information.



FIG. 1.

Jimmy Jones would say, "Aw, that's a

dog! It's just as plain as the nose on his face. Just watch me."

We watch Jimmy as he takes his piece of chalk, and, on the principle of Pat who said he couldn't draw nothin' but a wheelbarrow, and he pushed that, Jimmy pushes his piece of chalk about on the blackboard and here is his dog (Fig. 2). And he only has to say



FIG. 2.

"Sick 'em Tige" and make a few more marks (Fig. 3) and his dog is chasing a pig from



FIG. 3.

behind the fence, and scaring a chicken most to death. Jimmy, (Fig. 4) in a very enter-



FIG. 4.

taining mood, may tell you that he has a ship which he sails every summer on his uncle's pond; and that he puts chests and barrels (Fig. 5) of pirates' gold on it every day, and

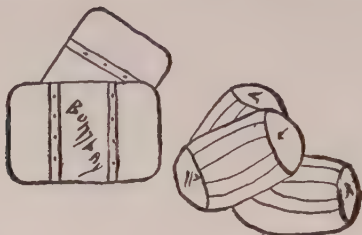


FIG. 5.

it sails away across the sea (Fig. 6).



FIG. 6.

Do I hear some say, "Well, Jimmy's pictures are very crude and incomplete"? That is because you are looking merely at the marks that Jimmy has made. Jimmy and all his mates will scarcely see the marks, but the actual things they represent; and they will

prove more fascinating to them than any finished picture, be it ever so artistic. A child's imagination is one of his largest assets. President Eliot says: "The imagination is the greatest human power, no matter in what field it works; and the training of the imagination is, therefore, far the most important part of education." Bolton in his "Principles of Education" says: "It is very important that children have an opportunity for exercising the various types of the imagination. . . . To be sure, the child builds perfect products from the crudest material—a stick or a chair or his own body seems equally adapted to be transformed into a dashing steed. There are no obstacles between the raw material and the flawless product. His inventive powers are not taxed in the transformation. He pictures a desired end and presto! it is secured."

The imagination is not used merely to amuse but to fasten in a permanent way the things which help, which instruct, and which

go to building character. Direct a child's mind towards the creative and you have given him that which will be of greater help and a larger incentive to work than any other one thing.

“Recently I went into a practice school connected with the University of Chicago,” writes President Faunce, “where I saw the children gathered around the teacher who was reading to them the poem of Hiawatha, and their eyes were wide with wonder. Then they went into the Field Columbian Museum and saw the materials of Indian life, the tents and the wampums, the feathers and the moccasins, and all the utensils of the Indian village. They returned and modeled in clay an Indian village, with Hiawatha at one end of it, and over all it had the marks of the creative imagination.”

Compare this lesson with a lecture, or an ordinary recitation on this subject. It does not take a very alert imagination to picture the difference in effect. The mental effort

involved in giving the imagination full play will fix an idea or visualize as nothing else will do. The imagination implies action. In the finished picture one is apt to think more of the picture than of the thing it represents. In the unfinished picture or suggestion by representing different things by marks, the mind leaps from one thing to another. The kite is going up higher and higher, and if Billy doesn't run faster, it will get caught in the tree (Fig. 7). Or make some clouds and



FIG. 7.

a broom (Fig. 8). What does it suggest to



FIG. 8.

Mary? Why, "The old woman who swept the cobwebs from the sky." She will recite



FIG. 9.

the whole rhyme to you. In the same way if you make some marks to represent a sling and five small stones (Fig. 9), Phil will tell you the story of David and Goliath. If you would make the picture more attractive to the child, draw a giant, using just as few lines as possible (Fig. 10). The story is told and the



FIG. 10.

picture is complete and fixed indelibly on the mind of the child. Not as the picture would look in a story book, but as it actually happened with the people in action.

II

IN ORDER TO SUCCEED

“ONLY a few lines but every line alive.” Let this be your slogan. It will solve your whole problem. With faith in yourself, at least as large as a mustard seed, you can interest the children you are teaching; hold their attention, and fasten and centralize the thought.

SPEED

This is to some extent essential. While you are deliberating on whether to make the marks so, or so, Johnny will be filling the air with paper wads (Fig. 11) and Susie will be entertaining those near her by drawing pictures on the blank page of her Quarterly (Fig. 12).

The secret of speed is “only a few lines but every line alive” or, in other words, mak-

ing the fewest marks possible in order to illustrate your lesson or story. Study what



FIG. 11.

lines are essential to make clear in the minds of your pupils the thought or object you wish to carry out. A little practice with chalk and



FIG. 12.

blackboard or paper and pencil will give you confidence and increase your speed.

THE "DO NOT" OF IT

Do not try for a complete or finished picture. In doing this, unless you are an artist with the chalk, your pictures will no doubt be grotesque. It will in any case defeat the real purpose, that of bringing into play the imagination of the child.

Do not try for perspective. Again nothing but artistic skill can draw the perspective. As the simple lines and figures are being drawn, the perspective speedily takes shape in the mind of the child. For instance, if you are going to teach the lesson of the "lost sheep," first you would make some mountains with green, brown, or gray chalk, or white if no other is to be had; use the *side* of your chalk and make some irregular elevations (Fig. 13). As you draw these your boys and girls are not looking merely at the lines you are making, but at those mountains and hills over in Judea. They are rugged and wild, covered with trees and rocks, inhabited by wild animals and loathsome reptiles. And

out among these, all alone, is a little lamb. Any kind of a mark may be used for the lamb, for it is woolly and white and lovely in the eyes of the child. Then, if you make a cross near where the sheep is, he will see the Master in all His helpfulness and love.

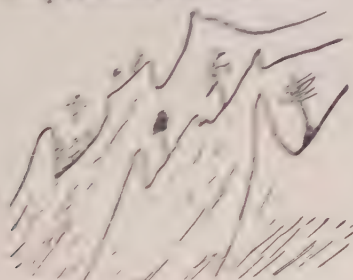


FIG. 12

Do not try to imitate. Make your marks your own. You will, no doubt, improve on the figures in this book, but whatever you do, be original, cultivate characters which will do your work; simple and few, making each line count for something in your figure. *Draw only essentials*, just the bare lines that will illustrate what you wish to show. This, too, is the best of all ways to get speed as above stated.

Some may ask, "What are the essentials?" They are the lines or marks which suggest to the mind the things you want to represent. For instance, some feathers sticking up from the head makes an Indian of the figure. Put a cue and some slanting eyes on him and he is a Chinaman. The distinguishing marks are the most essential ones. The cartoonist recognizes this. He will give a certain facial expression by adding a few lines or curves, or characterize a person by giving a certain familiar pose to the figure.

Make a little study of "Jimmy" on page thirteen. Some may say, "Oh, I can never make that!" Sure you can! You can make a slanting line and turn it up at the lower end for a foot. Then make another one just like it, and crossing it about two-thirds of the way up. Then make a circle with the lower edge resting on the ends of the crossed lines. For the face, if the boy is laughing, like Jimmy, make a short line a little below the center of the face, curving up at the ends; or if he feels

very cross, curve the ends down. A straight line will give a sort of blank look to the face. The eyes are just small round circles or dots. A nose is not necessary as it is indicated by the mouth and eyes. Make a little study of the hat. It is simply a larger circle, drawn about the head of the boy. The arms are joined to the upper part of the crossed lines. They may be made in any position. If the boy is running, make the lines that cross something like this (Fig. 14), bending them about



FIG. 14.

half-way below the waist. A girl may be made with the same lines only joined with a

line at the bottom, with legs and feet added (Fig. 15). Or perhaps you would like your



FIG. 15.

girl to have some hair and a real dress on (Fig. 16). The lines are almost as simple in this figure as in Figure 15.

Notice how in each of these, the lines that characterize the object are the ones to be used in drawing it. Have no fear for the result. What person, old or young, who has laughed over and appreciated the wonderfully clever illustrations in "Daddy-Long-Legs" and "Dear Enemy," by Jean Webster (published by the Century Company, New York),

would exchange these for the finished picture? And yet how simple they are. My



FIG. 16.

three-year-old grandson will pick these two books out of any in the case, and knows every picture in them. What could show Judy's

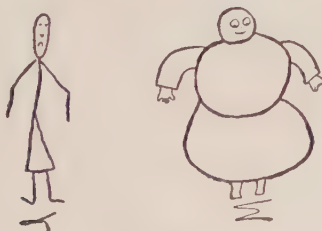


FIG. 17.

gain in weight like (Fig. 17)? Or doubt the perfect safety of old Grove (Fig. 18)?



FIG. 18.

This is psychology. Bolton in his "Principles of Education" (page 138) says: "A study of the art of primitive people and of children shows conclusively that the art impulse develops genetically, not logically. The savage man and the child begin penciling, not because they wish to study the science of drawing, but because they have something in their minds that they wish to express. Ideomotor processes growing out of visual images prompt them almost reflexly to utilize drawing as a means of expression. Here is the starting point. First a rude penciling of something which they want to express; a representation of an object—whole—imperfect

at first, of course. Just as in learning to walk and to talk, the child does not begin analytically, he does not begin analytically to draw.”

The first records we have of a language or the expression of ideas are found in the hieroglyphics made by primitive people. Carved into stone on the monuments of prehistoric ages are the characters in simple lines. These lines reveal to us graphically an age pulsing with life and action, and give to the world volumes of invaluable information.

TO SUM UP

(1) We have a story which we want to present to the children in the most interesting manner. We want to catch and hold their undivided attention. The expert and gifted story-teller may do this without the aid of chalk, but notice how the very first mark on the blackboard will attract and hold their attention. We cannot draw an artistic picture, so we will do what is much better, make a few simple lines that will picture an object just

enough to distinguish it, then let the child finish the picture with his imagination.

(2) We have a bunch of restless boys and girls. The most perplexing problem is how to interest them in a Sunday-school lesson, or a Junior topic. Talking does not work. Reading interests them even less so we resort to the two almost never-failing methods, that of object teaching and chalk talks.

(3) We have the child with his vivid imagination. He is bound to use it in some way. Shall we direct this along the lines of character building, and raising his ideals to a higher standard? Or shall we leave it to the sensational movies and "Jack the Bounder" books to misshape and deform?

III

STORY-TELLING AND CHALK TALKS

STORY-TELLING may be an art, or a gift, but it may also be acquired. Many say, "I just cannot tell a story. I seem to leave out the very best things and mumble over the words in an uninteresting way." If you love children, and like to entertain them and make them happy, you can learn to tell a story well.

First of all, we must familiarize ourselves with the story. Read it over carefully, then try to tell it. Do not use the words of the story, but tell it in your own words. Get carefully in your mind the details, the surroundings, the characters and their relations to one another. This may all be done in one careful reading of the story. If you are going to make a chalk talk of it, pick out the things you want to illustrate. Certain characters that will be easily made which will picture the story to the children.

Suppose we were going to make a chalk talk about "The Doll Kenna Loved Best." With blackboard in readiness and chalk at hand, several colours if possible, face your class and introduce Kenna by telling in a bright, enthusiastic manner, the first paragraph of the story. "Kenna was not her really truly name, but little brother thought 'Kennetha' was too hard to say so he shortened it to 'Kenna,' and Kenna it was to every one who knew her."

Now turn to the blackboard and begin a picture of Kenna by first making the outline of a head, a slightly oval round figure. If she has bobbed hair, make a mark in the middle of the forehead, some eyes and a mouth. With the side of a short piece of chalk, make the hair, beginning at the line on the forehead and curve it down, ending at the bottom of the circle. Treat both sides alike. If she has a hair-ribbon on, make a bow on one side or on top with two loops and an end. A pair of arms added and a short dress;

some legs and feet complete the picture (Fig. 19).

While the above figure is being drawn, keep on with the story: "Now Kenna had quite a large family of dolls and it kept her pretty busy taking care of them. The dolls were of all sizes and ages, and she never could quite tell which one she really loved best, except one. There was one that she knew she loved very, very much, and that was Princess Carlotta." (Having finished the picture of Kenna, begin one of Princess Carlotta. Figure 19 should be drawn at the right-hand side of the blackboard. Begin the row of dolls at the left-hand side of the blackboard, making them in the order named. A little different arrangement of the hair and the curve of the mouth will make the dolls look different. As you draw the dolls the story proceeds:)

"Princess Carlotta had been given her by Auntie Ruth on her last birthday, and Auntie Ruth was her best belovedist (Fig. 20). Then there was Pollyanna, so called because

she had the happy-all-day-look that makes such a 'glad' " (Fig. 21).

Next in size was Peaches with the never-rub-off rosy cheeks and such a round face. (If you have red or pink chalk, make the cheeks very rosy, also make the head round.) (Fig. 22.)

A very great favourite was Latetia Crow, because when she was taken up, she tried to cry, and it sounded more like Billy's bantam rooster when he crowed, and that is why her last name was Crow (Fig. 23). Then came "Sis Hopkins" for her hair always would stand up all over her head (Fig. 24). The next one was the baby doll, and wore long white dresses. His name was John Henry, and the tip of his nose was gone. Now one is supposed to love best the baby that is ailing, but try as she would Kenna could not love John Henry as well as Princess Carlotta (Fig. 25).

Kenna's Junior Superintendent had told them the Sunday before that they were going

to trim a Christmas tree at the next meeting for a family of little children who would otherwise not have a happy Christmas, and for all the Juniors to bring something for the tree. Not just any old thing that they did not want themselves, but something that they really hated to give up. For did not God give His best beloved to us on Christmas?

Now Kenna knew that the thing she wanted most of all on Christmas was a new dolly, so would not the little girl who had no dolly at all want one too? She set her dolls all up in a row and looked them over. (Having made the dolls in a row, refer to them with Kenna looking at them.) She just could not give Princess Carlotta away. Never, never could she give up her best beloved! It would be the easiest to give up John Henry, any little girl ought to like a baby doll! Yes, she would let him go.

After Kenna went to bed that night, she got to thinking that if she had never had a *really* nice doll in all her life, she would not

want just John Henry. A picture of God's little Baby Son came into her mind, how He had loved Him! Just last Sunday they had learned John 3:16. (Ask some one to repeat the verse and write it on the black-board.)

The next morning the dolls were again placed in a row by the window-seat. How could she decide! Then Kenna had a happy thought. She would "eny, meny, miny mo 'em." Let's see—I will begin with Sis Hopkins. (Make a finger on Kenna's hand pointing to the dolls.

" Eny, meny, miny mo,
Catch a froggy by the toe;
When he croaks, just let him go."

" Oh," thought Kenna, " is it going to end on Princess Carlotta? I wish I had begun somewhere else!" She hesitated, then she thought again of the dear Babe in the manger, and finished her little rhyme, "eny, meny, miny, mo!" And it was Princess Carlotta who went to make the little girl happy. Do

you think Kenna was sorry? No, indeed. When she was asked about it, she said, "I still love Princess Carlotta, but I love best to think she is making some other little girl happy" (Fig. 26).



FIG. 26.

Success depends first of all in having your story well in hand. If it is a Bible story, the children will be able to help out with the story and whenever a story is more or less familiar to your class or society, it is far better to let them do the work, make the pictures and supply the thought whenever possible. Keep them busy. To this must your greatest effort be exerted.

Always direct your thought to the most inattentive ones. If you succeed in catching

their interest and holding it, you need have no fear of the others. Choose your language for the youngest pupil in your class. In other words, do not talk over the heads of your boys and girls.

In telling the stories keep clear of the sissy boy and the goody-goody girl. A boy wants a story about a sure enough boy who acts and talks like any other boy that is even a little naughty. We must draw our lessons from life as it is lived; from people as we know them; from boys and girls that are full of life and action, the kind we meet every day, not the kind who only lived in certain Sunday-school books.

THE SILVER THREAD

The fabric of your story may be commonplace, your characters of an ordinary type, your pictures crude; but be sure that in and out, and through and through it all, there runs a tiny silver thread of enthusiasm and earnestness that will give it that touch and

strength which will make your efforts “ shine forth as the sun” and glorify the lives of your boys and girls.

PART II



A PIECE OF MONEY

(*Luke 15: 8*)

JESUS tells a beautiful story about a woman who had ten pieces of money. (Draw the ten pieces of money on the blackboard. These may be quickly made by marking around a silver dollar.) (Fig. 27.)



FIG. 27.

Did you ever have ten pieces of money? I imagine this woman was just like we are when we have money. She had planned to buy certain things with it. Maybe a new hat for John and a dress for Mary. Or some toys if it was near Christmas. If you had ten

dollars and had the misfortune to lose one of them, what would you do? Just look everywhere for it, till you found it. Well, this woman lost one piece of her money. Perhaps the floor was made of rushes as was the custom in that country. If so, how hard it would be to find the money. She finally got the lamp (Fig. 28), and looked all about the floor

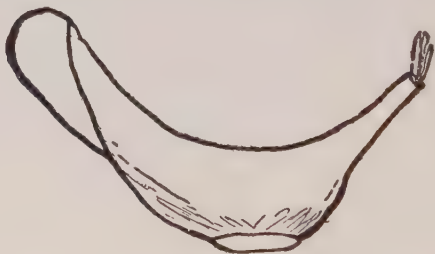


FIG. 28.

and still she could not find it. Then she got the broom and swept the house (Fig. 29). Can you not see her looking for the money? Maybe if she cannot find it, John cannot have his new clothes. So she keeps on looking. How long did she look? Oh, yes, until she found it! Then she was so glad that she called

her friends in to tell them about it and they were all rejoiced with her.

When Jesus told this story, He did not see the lost coin, but He saw something else ever so much more precious than money. We will erase the first picture and make another. (Draw some hearts, and print the word SIN in them.)



FIG. 29.

Jesus told three stories about things that were lost. One was about a lost son, another about a lost sheep, and then the one we have just had. He was showing how glad He was

when we gave our hearts to Him. We may be lost in sin, but He never gives us up, He keeps on looking and making the light of His love shine on us till we are found and then, oh, what a rejoicing! And how readily He forgives us and takes us to Himself. What are some of the ways Jesus takes to find us if we get lost? (Draw a cross over the hearts, also a Bible, make some radiating lines from the cross and as the ways are named, write them on the lines.) First of all He **LOVES**, then

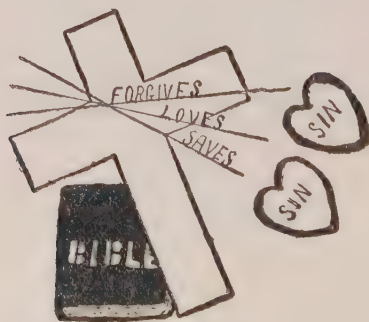


FIG. 30.

He **FORGIVES**, then He **SEEKS DILIGENTLY** (Fig. 30). (Write John 3: 16 across the pages of the Bible.)

BIG GUNS

(*Psalm 34: 13*)

Do you remember hearing about the big guns during the World War? Great guns that shot ever and ever so many miles and fairly shook the earth?

There are a lot of different kinds of guns. Let us see how many we can name. (As the different guns are named write them on the blackboard. Lead the pupils to tell how each one looks and what it is used for.)

Once upon a time there was a man who had a gun. It must have been a big one for it did so much harm, and it must have been on wheels for it traveled so far. We will suppose that this man had a cannon almost as large as "Big Bertha." (Outline a cannon on the blackboard. Ask the boys to tell you how they are made. Make the lines few and simple.) This man was not very careful what

he shot in his gun and that was one reason why it did so much harm. He would take most any old thing that came along, stick it in the big shell, and shoot it off. (Make the cannon long with some radiating lines at the mouth. These should be of different lengths.)

There is a very rude and slangy expression called "shooting off your mouth." Did you ever hear it? Well, it is easy to see just how such an expression started. There are so many people like the man with the big gun. Guns are dangerous, if they are not handled just right, and it is just so with tongues. If we do not control them, they do all kinds of harm. Like the gun they go off so easily; almost before we know it, away goes our mouth and likely we have hurt some one just terribly, or done some damage that it will take a long time to correct. Now what are some of the things that get out of our mouths that are harmful? (As such things as LY-ING, GOSSIP, SWEARING, EXAG-

GERATING, TATTLING, etc., are named, print at the ends of the radiating lines. When this has been completed, make a brace after each word and ask the pupils to tell the harm it does. Write the answers in the braces.) (Fig. 31.)

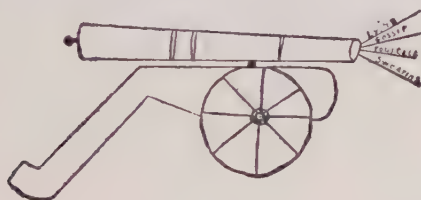


FIG. 31.

WINKIE WINKS

IT was such a tiny tot of a girl that stood on tiptoe and peeked through a knot-hole in the fence. (Draw a board fence, making the boards upright. Make a knot-hole in one board.) She had been much interested in a little "fresh air" boy that had come to stay next door. It was such a lovely place that he had come to. Great trees and, oh, such a big, big house! Mrs. Goodheart lived there and had taken the little "fresh air" boy, Winkie Winks supposed, to give him a lot of fresh air. She thought, too, that he looked as if he needed it. He was so little, and his face was very thin and white. Josephine was her really truly name, but it was such a long, dignified name for such a little girl. So when Josephine peeped through the hole in the fence, and some one called "Hello, Winkie Winks," she did not know whether she liked

it or not. But when he said "Come over and play," in such a nice way, she just thought she would take a good look at him and sort of size him up. So she climbed up on a box by the high fence. (Outline a box near the end of the fence with a girl standing on it. Notice how simple the lines are.)

"What's your name, little boy?" ventured Winkie Winks.

"Oh, just Patches," said the boy. "I never saw a little girl like you, with so many yellow curls." He ventured further.

So began a wonderful friendship. Every day they played together and every night parted with reluctance. But there came a day when the Bad Giant stalked about where Winkie Winks and Patches were playing and he made the heart of little Winkie Winks all bad just like his own. Patches wanted to saw the leg off of Mable Emma, her second-best doll, because he was "the great doctor from the city and the leg just had to come off." It was partly off already, to be sure; but

Winkie Winks just flew in a terrible rage, and told Patches that he was a bad boy, and that he could never, never come and play with her again as long as she lived, so there! Patches, very much grieved, went back to Mrs. Goodheart's. As he looked back over the fence, Winkie Winks stuck her tongue out at him.

The next day she was very lonesome because she had no one to play with. Patches was nowhere to be seen. She spent much of her time looking through the knot-hole. Another day went by, and no Patches in sight. Oh, how she wished she had not been so naughty to him. She felt sure he was so hurt that he would never come and play again.

As she was watching one morning, hoping for a sight of Patches, she saw a Doctor man leave the house of Mrs. Goodheart. Then such a terrible thought came to her. "Could Patches be sick?" Running to ask Mother, she soon found out that he was indeed very sick. She told her that little Patches had been

very frail, and his people were so poor that they could not give him the food and care he needed to make him well. So as soon as Mrs. Goodheart had found out about him, she took him, and thought maybe with good care he would become strong again.

“Mother, dear,” said Winkie Winks, “I *must* see Patches. I have something that I just must say to him.” And poor little Winkie Winks just cried and cried. So her mother took her by the hand and they went to Mrs. Goodheart’s home. They were led into such a lovely room where there was a little white bed, and on it lay poor little Patches. Winkie Winks threw her arms about Patches and said, “Oh, Patches! I am so sorry I was naughty and bad to you. Come and play with me, and I’ll never, never say mean things again.” Patches turned his little pinched face towards her and gave her such a sweet, forgiving smile, and said, “I guess maybe Mable Emma would have gotten well without having her leg sawed off.” Then a

look of pain drove the smile from the brave little face and Winkie Winks was led away from her little friend.

The day after Patches had gone to play with God's little children, Winkie Winks took Mable Emma and sat for a long time by the fence near the knot-hole. The broken leg had undergone a marvelous cure in the hands of Winkie Winks' mother, and she seemed to smile her very sweetest. A tear rolled down Winkie Winks' cheek and dropped on the doll. "Mable Emma, we haven't any Patches to play with any more, for he has gone to be God's little boy, but if we are very, very good we can go and play with him sometime" (Fig. 32).



FIG. 32.

YOUR OWN LITTLE GARDEN

(*Parable of the Leaven—Matthew 13: 33*)

THERE are some kinds of plants that do not grow in the garden, or field, or wood. They have a little garden all their own, and it is very apt to be Mother's mixing-bowl. These little plants do not need the sunshine or rain, yet they will not grow without water or warmth. They are very particular, too, what kind of "soil" they have. You might take a few of these tiny plants and plant them in the very nicest kind of soil out of the garden, and they would just die and become a part of the soil.

Jesus was very fond of telling stories, and He told them so beautifully, and in such a way that we can just see the picture as He tells it. He told a story about this little plant that we are talking about. The story starts like this: "The kingdom of Heaven is like unto

leaven.” Another name for this is yeast, just the kind that Mother makes bread with. (Draw a yeast cake on the blackboard. Make a square with white chalk about as large as an ordinary yeast cake.) Jesus said, “A woman took some of the leaven or yeast and hid it in three measures of meal or flour.” (Outline a very large bowl so the yeast cake will be in the center of it. Also three cups to represent the three measures. Some enterprising youngster may say, “They don’t put the yeast in whole.” Then lead to a talk on how it separates as it grows. Now we are going to put “flour and water” in the bowl. (With the side of the chalk make the bowl white half-way up. This should cover up the yeast cake.) Then Jesus said that in a little while it all became leaven. (Use the chalk in the same way as mentioned above and fill the bowl. With light strokes of the chalk, make “foam” around the top.) (Fig. 33.)

Jesus told this beautiful little story to show how even the very smallest things grow so

very fast and become large. A tiny bit of the yeast soon fills a large bowl. It is just so with the little things in our own life garden. We plant a little of God's love. This may be the leaven of kindness, or good deeds, or a sweet song, or some other service for the Mas-



FIG. 33.

ter; and it will grow and grow, until our whole life is just full and running over with lovely things, and they do not stop there, for the little plants of goodness will catch root in other lives, and grow and beautify them as well. Don't you see how very beautiful we can make the Kingdom of Heaven, if we plant in our own little gardens the things that Jesus gives us to plant? (Words may be written in the bowl as they are suggested by the pupils.)

There is just one very important thing. The weeds of sin grow just as fast, and if we do not keep them out, they will soon spoil our garden, crowding out the good and beautiful. God has given us a book of rules for making our gardens grow and keeping the weeds out. (Draw an open book. On one page print the word BIBLE, on the other page the following references: Philippians 4: 8; Ephesians 6: 10-18; John 13: 34. Others may be added if desired.)

SEEKING GOD

(*Isaiah 55: 1-13*)

ASSIGN one verse of the Scripture lesson to each of thirteen children. This should be done previous to the meeting so they may commit the verses to memory. Before the chalk talk, let these verses be recited in their order.

Ask one of the pupils to tell how to play "Hide-and-Seek." He will tell you that, while John hides his eyes and counts one hundred, the rest run and hide, each trying to get the best place to hide. If Fred gets an especially good place, and John cannot find him, he will seek everywhere, far and near, nor does he give up until he finds him. This illustrates the thought that when we are determined to find something, we seek for it with all our might.

When the rich gold mines were discovered

in Alaska, men went through everything in order to obtain gold. Thousands died in the attempt. People go all over the world seeking wealth.

Now center the thought around the lesson, and raise this question: Do people seek God with as much earnestness and perseverance as they show in seeking such things as we have mentioned?

If some one told us that if we went to a certain place we should find there a man who would give us everything we needed and wanted we would be sure to go. Now God has promised us that if we seek Him, we can have everything we have ever wanted, and more, for "Eye hath not seen, nor ear heard, neither has it entered into the heart of man, the things which God hath prepared for them that love him" (1 Cor. 2: 9).

Divide the blackboard into three equal parts by drawing two lines from the top to the bottom. In the first section, print in large letters the word GOD. In the last sec-

tion, the word **SELF**. Ask the pupils to name some of the things which may come between God and ourselves. As such words as **DISOBEDIENCE**, **PRIDE**, **ENVY**, **LYING**, **SELFISHNESS**, etc., are named, write them in the middle division. After all have been named and written ask what one thing will take this all away. Outline a cross so it covers the words in the center place. Teach that Christ came to wipe out all such things and help us to love God and seek Him. Let the thought of John 3: 16 close the lesson (Fig. 34).

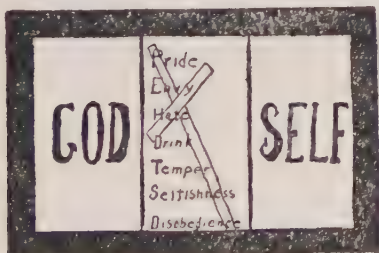


FIG. 34.

JOSEPH AND HIS FATHER

(*Genesis 47: 7-12*)

WE will use the blackboard in a little different way for this talk. Have your pupils or Juniors cut the following pictures from magazines or papers and bring to the meeting. The picture of a large house that will represent a king's palace; one of an Egyptian pyramid; some pictures of camels or a caravan; a chariot. If this cannot be found, it can be outlined during the talk. The picture of a throne or large chair.

Give the talk in the ordinary way, simply using the pictures by fastening them on the blackboard in their proper order. As you begin the talk, outline a river on the blackboard. Use the side of a piece of chalk and make a long, winding river that will reach the length of the blackboard. The pictures will be placed along the river one by one.

STORY

We will take a long journey to-day, and go to a far country. We will visit a king's palace on the banks of the Nile. (Print the word "NILE" along the river, and fasten the picture of the palace in its place.) Can you not see as we stand on the banks of this beautiful river, the great pyramids (place the picture of the pyramids, or draw some if you have no picture), and the green fields? (With the side of a piece of green chalk, sketch some green fields along the river.)

As we look, we see in the distance a caravan of people coming. (While you are placing the picture of the caravan, ask the children to tell you what a caravan is like.) On the foremost camel sits an old man. His hair and long beard are snow-white. The caravan comes very slowly, and it seems like a long time to a young man who is watching it. Can you not see Joseph as he stands waiting to see his old father whom he has not seen since he was a young lad? Yes, this is the same Joseph who

had the pretty coat of many colors, and had such wonderful dreams. Of whom his brothers became jealous and sold into Egypt, and deceived their old father by telling him that he had been killed by wild animals. And he is now the king's head man.

Pretty soon Joseph steps into a chariot drawn by beautiful horses, and it goes to meet the caravan. (Place the picture of the chariot so that it heads towards the caravan. Have your pupils tell who the old man is, and a little about him.)

As we look we see Joseph get down from his chariot, run to his father, and drop his head on the shoulders that are stooped with age. Is Joseph weeping? Surely he is not sorry to see his father! No, it must be he is weeping for joy. Years have gone by since they looked into each other's faces. Such a wonderful joy lights up the old father's face as he looks at his best beloved son.

They are coming this way. Joseph comes ahead to tell the king that his father is coming.

We will step into the king's palace and see what kind of a reception the king gives Jacob.

Oh, how beautiful the palace is! King Pharaoh is magnificent in his kingly robes and jeweled crown. Surely Joseph will not want to bring an old man like his father before the king.

Yes, he is leading him in. Right up to the throne. Do you not see the dear old patriarch as he stands before the king? "This, King Pharaoh, is my father." (Have the Scrip-



FIG. 35.

ture, Genesis 47: 7-12 read at this point.)

Is there any greater honour Joseph could have paid his father?

How can we honour our parents? (As

ways of doing this are named write them on the blackboard.)

How may we honour our King? How did the children of Jerusalem honour Him? (Have Matthew 21: 15 read.) (Fig. 35.)

BROTHERS

CAIN AND ABEL

(*Genesis 4: 1-13*)

The First Brothers	{	Cain	{	Bad
			{	Jealous
			{	Murdered
		Abel	{	Good
			{	Loved God
			{	Killed by Cain

JOSEPH

(*Genesis 37: 28*)

JOSEPH	{	Had Twelve Brothers	{	Jealous of Joseph
			{	Sold him
			{	Told their father a lie
		Loved them	{	Treated them kindly
			{	Gave them food
			{	Took care of them

MOSES AND AARON

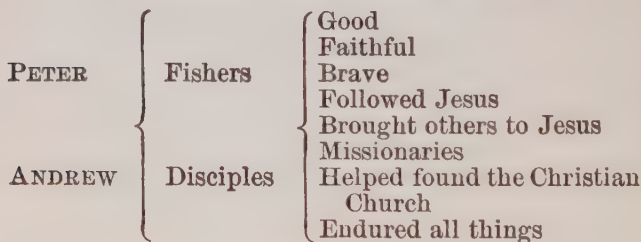
(*Leviticus 8: 10-12*)

MOSES	{	Companions	{	Worked together
			{	Prayed together
			{	Planned together
		Kind		
AARON	{	Helpful	{	Doing God's work
			{	Taking care of the Israelites

JOHN AND JAMES

(Matthew 4: 21-22)

PETER AND ANDREW

(Matthew 4: 18-21; John 1: 40-42)

As each diagram is placed on the black-board, let the lives of each be talked over and the lessons drawn.

THE CHARIOT OF FIRE

(*2 Kings 2: 11*)

MANY years ago, away across the sea at a place named Bethel there lived a man whose name was Elijah. I wonder if you have not heard about this good man? Once when he was very hungry, the ravens fed him. And another time when he was tired and feeling very much discouraged, he lay down under a juniper bush and just felt like he would never amount to anything. But a little while after this, the angels brought him food, and he soon felt better, but it was not until he "heard a still small voice" that he knew that God had a work for him to do, and he went forth and until the end of his life, he did every thing in his power to please God and serve Him.

Elijah had a good friend named Elisha. Now this friend was much younger than himself, but he loved him, and helped him in every

way he could. One day they were walking along together when they came to a river. Elijah took his mantle, a kind of cloak he always carried, and smote the water and it parted so they passed through on dry land. Elijah knew he was about to leave his friend, so he asked Elisha what he could do for him before he was taken away. Elisha said, "Let a double portion of thy spirit be upon me." Elijah told him that he had asked a hard thing, but if he saw him go, it would be as he wished.

As they were talking, a wonderful chariot of fire, and horses of fire appeared before them and parted them, and Elijah was taken up in the chariot by a whirlwind into heaven. And his blessing fell upon Elisha.

Can any one tell me what a chariot is like? Some one says it has two wheels. We will draw some wheels on the blackboard and let them symbolize Elijah's life.

First of all, we will make the hub. (Draw a small circle, about two inches in diameter.

The circles will be easily drawn by first tying a cord to a piece of chalk. With one hand, hold the cord at the point that will be the center of your circle; with the other hand, mark a circle with the chalk, keeping the cord tight as you move it around. Draw two larger circles, one a little larger than the other, for the tire. The spokes may be easily made by using a yardstick for a ruler.)

Now, the hub is Elijah's life, for everything centers around it. So we will make a heart in the hub. (Outline a heart in the smallest circle.) Now the next important thing is the



FIG. 36.

tire, for that holds the whole wheel together. We will call this "God's Love" as that is what made Elijah's life so full of all that was good. (Print these words on the tire.)

The spokes of any wheel must be very strong and perfect so we will now tell what we think they ought to be to complete a good life. (Let the pupils name the spokes. As such words as prayer, obedience, honesty, kindness, etc., are named, print them on the spokes.) (Fig. 36.)

THE TEN YOUNG LADIES

(*Matthew 25: 1-13*)

ONCE upon a time there was to be a big wedding. Ever and ever so many people were invited, and among them were ten very beautiful young ladies. They were all dressed in white dresses, almost dazzling, they were so white. They doubtless had wreaths of roses on their heads and garlands wound about them. Now they were told that it was likely to be away in the night when the Bridegroom came, and they must be ready. (Outline the walls of a house with an open door. Draw the girls in the opening.) (Fig. 37.)

There was to be a regular torch-light procession and each of these young ladies must have their lamps full of oil and all ready to light when the time came. How the girls did rub up their lamps so they would flame up beautifully when they were lighted. So they

went to the place where they were told to wait and watch for the Bridegroom. Five of the young ladies said, "Now we must be sure and take oil with us for we may have to wait a long time and the oil may burn out." So they had oil enough to fill their lamps. The

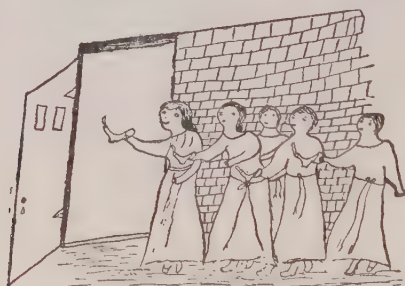


FIG. 37.

five foolish ones said they were too tired, and thought they had enough anyway, so they did not provide any oil.

Pretty soon a great cry came, "Behold, he's coming, he's coming! Come and meet him!" And all the young ladies began to light their lamps; the five who had filled their lamps had such bright and flaming torches. The other five tried to light their lamps and

they only smoked and went out. Then they said, "Oh, give us some of your oil, our lamps have gone out." But the wise ones said, "We just can't spare any, for we may not have enough for ourselves; go and buy some." So the five young ladies with the beautiful lights went in with the Bridegroom and the door was shut.

Then the five foolish maids began to rush



FIG. 38.

around to find some oil, but it was midnight, and all the stores were closed. They hurried from one to another, but none were open. They then went back to the wedding, their lamps still out, and begged to be let in (draw the five foolish virgins outside the door, Fig. 38), but the Bridegroom said, "No, you

should have been ready, you cannot come in now. We are having a wonderful time, but we do not want you. ”

Our characters are the lamps. Some time we are going to be bidden to a wonderful place where we are to be ready and waiting for the Bridegroom. How are we going to wait? Will we have our characters, our lamps, all filled and shining bright with love and good deeds? With good works and joy and service? Or will we let them go out and have just the foul smoke of sin and selfish lives, of idleness and anger and pride? Do we want the door which leads into the beautiful house of the Bridegroom shut in our faces because we have neglected to build a good character that will always be shining for Jesus, and have only a bad character that has trailed along after us for so long that it is not fit to meet the King, and hear some dear sorrowful voice say, “ I never knew you ”?

DANIEL'S WINDOWS AND OURS

DRAW a word picture of Daniel in his little room with its window open towards Jerusalem. He liked to look out of this window because it looked towards his home and the place where his people were. He liked it because it reminded him of the God he loved and was trying to serve.

It made him stronger to go to the window and look towards Jerusalem, and so he would kneel there and pray. Can we not see the fine looking young lad as he gazes out of his window and sees a vision of a life full of service? True to the God he trusts and worships. Ever faithful to all that he has been taught by God-loving parents. And he purposes in his heart right there to keep himself clean and strong and brave, knowing that, if he does these things, he will be fit to serve God. The window was an inspiration to

Daniel. (Draw a window on the blackboard and ask the pupils of what Daniel's window reminds us. Such helpful things as FAITH, PURPOSE, COURAGE, PRAYER and SERVICE will be named. Write these on some lines radiating from the window.)

We all have windows. Bright, beautiful windows looking towards God's great goodness and helpfulness. Do we use them as Daniel did? Do the rays from our windows reach out and light up other lives? Are we keeping the window clean and clear as a crystal so we may see what Daniel saw and get the vision of a wonderful life of service?

The following poem may be recited, or written on the blackboard and read in concert:

WINDOWS

“My house has windows that are wide and high;
I never keep the curtains drawn,
Lest I should miss some glory of the sky,
Some splendour of the breaking dawn.

“My heart has windows; the long years have
shown

That they must never be shut fast,
Lest I should come to find the ivy grown,
And warm love cold and dead at last.

“My soul has windows where God’s sun streams
in;

They never, never shuttered are,
Lest their closed blinds hide in my soul some
sin,
And keep some lovely thing afar.”

—ANNA BLAKE MEZQUIDA.

(Published in *Good Housekeeping*, July, 1922.)

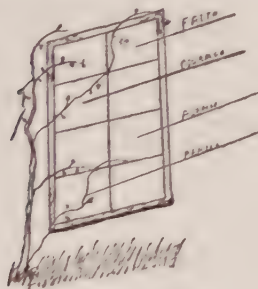


FIG. 39.

THE THREE LITTLE ORPHANS

(A Bird Lesson)

IT was a beautiful spring morning, the trees were just bursting into bloom. (Begin outlining a tree on the blackboard. Make the trunk and limbs of the brown chalk, and the leaves of green and the blossoms of white or pink.) Billy and Peggy had been watching the wren-house that sat so snugly in the crotch of a big limb of the old apple tree. Last year about this time Mr. and Mrs. Wren had come and taken possession of the little house and started up housekeeping. What a busy time they had; and how Mr. Wren did sing! It almost seemed to Billy that he made Mrs. Wren do most of the work. Betty said that Mrs. Wren seemed to be very happy doing it, and she just knew that Mr. Wren's beautiful song made the work very easy. Then, too, Mrs. Wren was very fussy and scolded a

lot when Mr. Wren did not get the right kind of string and straws to build with. (Draw a wren-house on a limb of the tree.)

“Oh, Peggy,” shouted Billy, “come quickly. Here is Mr. Wren!” (Make a V-shaped mark to represent a bird flying.) “Yes, and there is Mrs. Wren sitting on the wren-house,” said Peggy. (Make another bird on the wren-house.)

So the wrens took up their abode in the house in the apple tree, right close to Billy’s and Peggy’s back door. Mr. Wren sang his sweetest and Mrs. Wren made a nest, scolding away when Mr. Wren did not do things to suit her.

In a week or two Mr. Wren seemed happier than ever, and flitting from one branch to another, sang from morning till night.

Then came a time when both he and Mrs. Wren were very busy bringing the choicest bugs and little fat worms for the fledglings. Then a sad day came, when Billy went out in the yard and there lay Mr. Wren in the grass.

He would sing no more, for some thoughtless boy had shot him. Little Mrs. Wren went back and forth feeding the babies the best she could. That afternoon Billy was out of doors wishing he could help Mrs. Wren take care of her children, when bang! went an airgun, and as Billy looked up, he saw Tom Briggs just sighting to shoot again, and before Billy could stop him, he had shot, and poor little Mrs. Wren dropped at his feet. (Draw a boy with a gun a short distance from the tree.)

Billy went in and told Mother all about it. They talked over what could be done with the little baby wrens. Billy climbed the tree and took the little house down, and in it they found three little birds with the feathers just beginning to cover their bodies. They put the babies in a safe, cozy place, and fed them what they thought was good for them. The little birds grew, and by and by began to try their wings. At last one day they were taken out to the big tree, and put back in the wren-

house; soon they flew away and were taking care of themselves. The next spring when a pair of wrens came back to the little house in the apple tree, Billy and Peggy were very sure that they were the orphans.

What about the boy with the gun? Did he do right to shoot the birds? Many fledglings are left to starve to death because some careless person has killed their mother and father. A gun should never be used to kill anything except game that is needed for food (Fig. 40).



FIG. 40.

THE GARDEN OF EDEN

(*Genesis 3: 1-6*)

A VERY long time ago, after God had made the world and the animals, He made a beautiful garden. (Outline a garden; this may be either round or square.) Now some one tell me how to make a garden beautiful. What do you love in a garden? Fred says, "Different kinds of trees," so we will draw some trees. (Sketch with very few marks some trees in the garden.) Harry says, "Some flowers." (Outline flowers and grassy paths with colored chalk.) Edwin says, "Vines." (Outline some with vines on the trees.) Now when God had made the garden lovely with flowers and fruit (make apples on one of the trees with red chalk, and grapes on the vines) He placed in it two people. Can you tell me their names? Why, it was just like going to a beautiful park. As Adam and Eve walked

about, they were very happy. What kind of people were they when they went into the garden?

God told them that they could have everything in the garden to enjoy, but just one thing, and that was some lovely apples that grew on a tree in the middle of the garden. God said, "Do not eat or touch it lest you die."

Now there was one very bad thing in the garden; who can tell me about it? (Draw a serpent near or on the trunk of the apple tree.) Oh, how good those apples looked to Eve! Now this wise old serpent saw Eve looking so longingly at the apples and said, "Oh, come on and eat the apples. If you do, you will be like God and know good from evil." The apples kept looking more delightful to Eve all the time, and she thought if eating them would make her wise, she would surely have to eat some. So she took some and gave some to her husband and they both had a good time eating them. God was very

angry because they had disobeyed Him, and drove them from the garden with a flaming sword. (Draw a sword.)

Did you ever know any one who wanted things that they had been told not to have? And to do just what he had been told not to do?

This serpent crawling around in that beautiful garden was Satan. He is in almost



FIG. 41.

every beautiful place in the world, in some form or other. He is watching out for the things we want that we should not have, and coaxing us to do them, or take them. He wants to spoil the pure souls God has made. But God loves His children so much that He

has made it possible for them to resist temptation. (Lead the pupils to tell the story of Christ's temptation. Matthew 4: 1-11. Draw a cross over the garden.) (Fig. 41.)

Make the thought clear that, while God will punish disobedience, He has given us a loving Saviour who will keep us from being disobedient, if we love and trust Him, and make our lives a service to Him.

A CURE FOR FAULTFINDING

(*Matthew 7: 1-5*)

A FABLE

ONCE upon a time there was a man who lived in a place where there was much dust and dirt. (Draw a map.) Now this man had a magnifying-glass that he used a great deal. (Draw a magnifying-glass in the man's hand.) He did not use it to look at flowers, and stones and other beautiful things about him, but for looking at other people, to see if he could find a speck of dirt on them; and if he did see one, he was sure to tell them about it. He was so busy trying to see the dust on other people that he got very grimy himself. (Make some splotches on the man's face.) He had great splotches of dirt on his face and hands.

If any one spoke to him about it, he would put the magnifying-glass away and look at

himself without it; then turn and look at his neighbour (draw another man near the far end of the magnifying-glass) through the glass and say, "I don't see much dirt on myself, but you are just covered with it; don't get near me, or you might soil my clothes." So he kept on looking for dust on other people with his glass, and not seeing that he, himself, needed cleaning more than any one else. So it is with faultfinders; they never fail to see a fault in another, although their own faults are growing larger all the time.

"First cast out the beam out of thine own eye; and then shalt thou see clearly to cast out the mote out of thy brother's eye" (Fig. 42).



FIG. 42.

BUILDING TOWERS

(*Genesis 11: 1-9*)

A WEEK or two before the meeting set your pupils or Juniors to finding out all they can about Babylon, the tower of Babel, and the Babylonians.

The word "Babylon" is found more than two hundred and fifty times in the Bible. There were the wonderful hanging-gardens made during Nebuchadnezzar's reign; the temple of Belus, with its winding ascent, and the chapel of the gods at the top. The tower of Babel was built of burnt bricks and bituminous mortar.

God had saved these people from the flood and placed them in a beautiful country. They multiplied and grew to be a very great and wealthy nation.

(Sketch some clouds near the top of the blackboard. Print the word **GOD** in them.)

These people began to get proud and said,

“Let us build a tower to reach to heaven, so our name will live forever.” They were going to build for this world, not for God’s heavenly kingdom.

Every great structure must have a strong foundation, so with this tower. We will make a foundation for the tower of Babel. (Draw a long block about six inches high, near the bottom of the blackboard. Do not print on this foundation block until the last. Outline another block about six inches shorter at each end and directly over the lower one. Ask the children to name the greatest fault these people had. As it is named print on the last block. So proceed to build the tower until it is as high as can be made or reaches the clouds.)

When the tower is finished, print on the foundation block the words **THEY RECKONED WITHOUT GOD**. We may lay all our plans to do great things, but if we have not taken God’s advice or followed His laws, we will find that we, too, have reckoned

without God. Some people never get any nearer heaven than their tower of wealth, or pride or fame takes them.

God punished these people by confusing their language so every one talked a different language, and scattered them to the ends of the earth.

What kind of towers are we building? (Erase the words on the blocks and as the pupils suggest the things that should make a tower reaching to heaven that would please God, print appropriate words on the blocks.)

Close with the thought found in Matthew 6: 19-21 (Fig. 43).

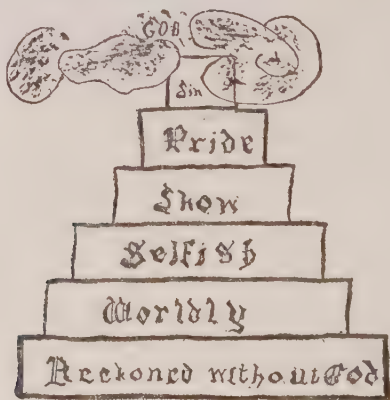


FIG. 43.

GUARDING THE GATES

(*From Bunyan's Holy War*)

ONCE upon a time in a country called the Universe there was a wonderful city called the City of Mansoul. (Draw a large heart on the blackboard.) Now, this city had a high wall around it. (Make a heavier mark around the heart, using the side of the chalk.) Ask the Juniors what this City of Mansoul is. After it has been brought out clearly that the City of Mansoul is within our hearts, ask in what way things get into our hearts, and erase five places about an inch long, about the heart. The Juniors will tell you that some things get into our hearts through our ears; here make at one of the openings a gate opening in. Ask the Juniors to tell you what some of the good things are that get in through Ear-Gate; as they are named, write them in the heart near

Ear-Gate. Then ask how some other things get into our hearts. They will tell you through the eye. Then make Eye-Gate, and so proceed with the questions until you have Nose-Gate, Feel-Gate, and Mouth-Gate. Make Mouth-Gate to open out, and ask the Juniors why.

Now in this City of Mansoul there lived a wonderful Prince. Ask who the Prince is. All of these good things that have come in through Ear-Gate, Eye-Gate, Nose-Gate, Feel-Gate, and Mouth-Gate are the friends of the Prince, and help him to defend the city; for it had to be very carefully guarded, for there was a great army of enemies who camped just outside the walls trying to break them down and take the city. (At one side of the heart draw some inverted V's for tents, and on the other side some figures that will represent guns and cannon.)

Ask the Juniors to tell what some of the enemies are who want to take the City of Mansoul, kill all the good people, and drive

out the Prince. As they name our various sins, write these on the tents, guns, etc.

Now, there was one special man who lived in the City of Mansoul in whom the Prince had great confidence. By careful questioning draw from the Juniors that this man's name is the will. Proceed something as follows:

What is it that we use when we make up our minds to do something?

What little word of four letters helps us in everything we decide to do?

What word that begins with the same letter and means just the opposite do we use sometimes when Mother asks us to do something we do not want to do?

What word appears in our Christian Endeavour pledge five times?

With some such questioning the name of this great friend of the Prince will be brought out and impressed indelibly on the minds of the Juniors.

When you have drawn from the Juniors

that it is our will that the Prince depended on, draw in the centre of the heart a man holding a gun, and write under it the words "Captain Will." The Prince made him captain of the whole City of Mansoul. Ask in what way the will can keep the enemy out of our lives. What will happen if the will weakens or leaves his post even for a few minutes? Then show how the enemy will enter at Ear-Gate or perhaps the other gates.

When the enemy is once in, what is sure to happen?

Let the story teach that we conquer our evil passions by our wills. Paul says, "I buffet my body, and bring it into bondage." So if we would conquer the enemies that are watching for a chance to get into our hearts, we must do as Paul did. We do not have to do this alone, for the Prince in our city is ready to help at all times and strengthen our wills. "I can do all things through Christ which strengtheneth me" (Phil. 4: 13).

This lesson is taken from "Bunyan's Holy

War.” There are many other splendid lessons which can be drawn from the same source, and from the Pilgrim’s Progress (Fig. 44).

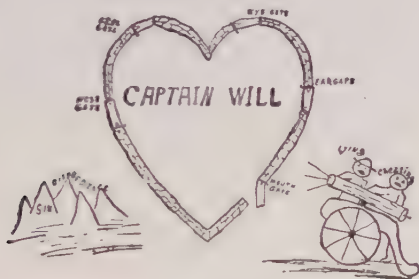


FIG. 44.

A REAL FRIEND

ONCE in a far-away time there was a tall and beautiful knight who made a vow to search for the Holy Grail. The Holy Grail was the cup from which Christ drank at the last supper, and was supposed to be guarded by angels on a very high mountain. (Outline some mountains at the right-hand side of the blackboard with an angel's wing over it.) As you proceed with the story sketch some walls at the left of the mountains, a few vertical lines crossed by shorter lines. Make a gateway, or opening in the wall.

The knight put on his gilded mail, helmet, and shield, and sword, and looked very happy as he sprang onto his horse and started out. (Outline a horse's head just over the wall with the mere outline of a man on it. First make the helmet, then a shield a little way under it with the suggestion of a face between,

then an arm. At the left side of the gate, draw a few marks to represent the leper.)

As he passed through the dark gate that led out from the castle, he saw a poor leper crouched down by the stones, moaning and begging with his hands outstretched. The knight shrank away from him in loathing, for he was angry at the sight of the beggar; he scornfully tossed him a piece of gold and dashed away (Fig. 45).

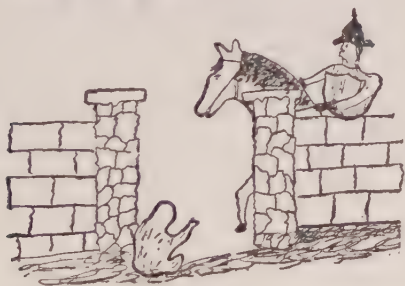


FIG. 45.

The leper did not touch the gold but said:

“ Better to me the poor man’s crust,
Better the blessings of the poor,
Though I turn me empty from his door ;
That is the true alms which the hand can hold ;
He gives only the worthless gold
Who gives from a sense of duty.”

Time went by. The trees were bare, and the boughs rattled shudderingly. Winter had shrouded the earth.

“An old, bent man, worn out and frail,
Came back from seeking the Holy Grail.”

He was thinly clad, with a look of pain and suffering in his face; and his step faltered. He sat down at the gate of the castle that was no longer his, but belonged to another, and as he sat there thinking of the days gone by, the loathsome leper again stood beside him.

“For Christ’s sweet sake, I beg an alm”;
and the knight looking at him said:

“I behold in thee
An image of Him who died on the tree;
Thou also hast had thy crown of thorns,
Thou also hast had the world’s buffets and
scorns.
And to thy life were not denied
The wounds in the hands and the feet and
the side;
Mild Mary’s Son, acknowledge me;
Behold, through Him I give to thee!”

And the knight broke in two his single

crust, and gave half to the leper; then he went to the stream, and brought him a drink of water. (Draw a broken crust and a cup.)

“And the voice that was softer than silence said:

‘Lo, it is I; be not afraid.

In many climes without avail,

Thou hast spent thy life for the Holy Grail;

Behold it is here,—this cup which thou

Didst fill at the streamlet for me but now:

This crust is my body broken for thee,

This water His blood that died on the tree.’

Who gives himself with his alms feeds three,
Himself, his hungry neighbour, and me.”

This story is built out of “The Vision of Sir Launfal,” by Lowell. It illustrates not only the meaning of real friendship, but also how we may take many of our best poems and stories and simplify and illustrate them for the children.

CHRIST'S TEMPTATIONS AND OURS

(*Matthew 4: 1-11*)

DRAW three braces on the blackboard; in front of them write the words "Christ's Temptations." Number the braces 1, 2, and 3. Ask the Juniors to tell about each of Christ's three temptations. As these points are brought out, write them briefly in the braces. For instance, the story of the first temptation should be written in the first brace, etc. Let one strong point of the lesson be Christ's refusing to listen to the tempter. Ask the Juniors to tell why He would not listen.

Why did Jesus tell Satan to get behind Him?

Let this question be thoroughly talked over.

With the side of a piece of chalk about an

inch long draw a large cross over the three braces on the blackboard, completely covering them, and let these teach the thought of Christ's putting the tempter behind Him. A few lilies sketched about the cross may represent the angels that visited Christ after He got rid of the tempter.

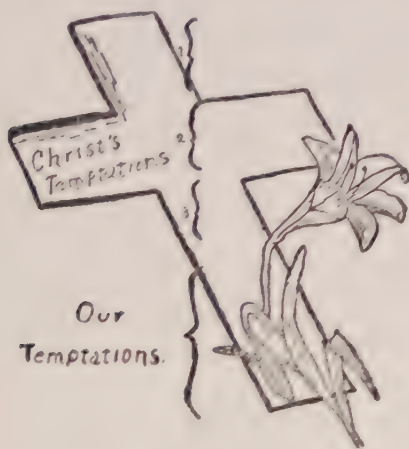


FIG. 46.

Draw a large brace, and ask the Juniors to name ways in which we are tempted. As these are named, write them in the braces. After this is completed draw across the brace

another cross similar to the one spoken of above, showing that Christ will help us put our temptations behind us if we will let Him.

Bible reading: Matthew 6: 13; Luke 4: 8; 1 Corinthians 10: 13; Hebrews 2: 18; 4: 15; James 1: 13; 1: 2; 2 Peter 2: 9 (Fig. 46).

HOMES THAT JESUS LOVES

(*Luke 10:38-42; John 11:5*)

SKETCH a house on the blackboard in such a manner that the different rooms will show, writing the name of each in the room, such as "Library," "Dining-room," "Guest-room," etc.

Lead the Juniors to tell how we may make Christ welcome in our homes. After this has been thoroughly talked over, ask in what way we can make Him an inmate of our library or living-room. Draw a brace in that room; and, as the Juniors suggest ways of welcoming Christ in the different rooms in our home, write them in their appropriate braces, for instance:

LIBRARY	{	Have only good books there
		Make a place for the Bible on the library table
		Have family worship

DINING-ROOM	{	Return thanks for food
		Eat in moderation

GUEST-ROOM	{	<i>Motto :</i>
		“Christ is the unseen guest in this home”
BEDROOM	{	Say our prayers night and morning
		Trust God in the darkness

Other rooms may be added if you see fit. The Juniors will no doubt have appropriate suggestions ready for each room.

Bible reading: Ezekiel 11: 5; Jeremiah 23: 24; Proverbs 15: 3; Psalm 121: 3; 121: 4; Job 28: 24; 2 Chronicles 16: 9; Deuteronomy 23: 14; 33: 12; Isaiah 32: 18 (Fig. 47).

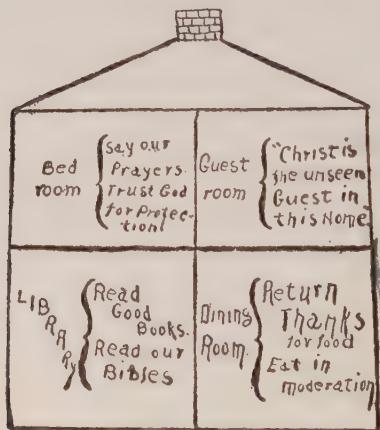


FIG. 47.

CROSS-BEARING

(*Mark 8:34*)

DRAW a large cross on the blackboard. After the story has been read make clear to the Juniors just what Christ meant by taking up our crosses. The Juniors will tell you that they want to follow Jesus. Now, if we are going to follow Jesus and do right, what are some of the crosses that we shall have to take up as we go along? Here tell the story of how Jesus bore His cross to Calvary. In just this same patient manner we must bear the crosses that come to us as we go through life. Here have the Juniors name some of these crosses; and, as the names are given, write them in the large cross on the blackboard. After this has been completed draw some radiating lines from the cross, and on these write the different kinds of help we may have in bearing our cross, such as trust,

prayer, love, hope, joy, etc. Let each of these be talked over and impressed. If thought best, the Bible reading may be used with the radiating lines.

Bible reading: Matthew 10:38; 16:24; 27:32; John 19:17; 19:25; 1 Corinthians 1:17; Galatians 6:14; Hebrews 12:2 (Fig. 48).

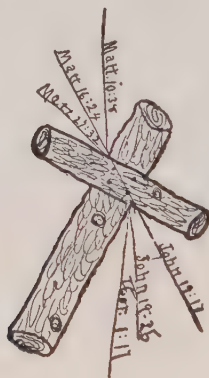


FIG. 48.

PART III



little verse of rhyme and rhythm,

story told, a lesson given.



ome simple marks will make them
glad;

o win our youth, both maid and lad

MY GARDEN

“ I have a garden fair to see;
It's filled with flowers of every hue:
With daffodils and phlox and ferns,
Sweet mignonette and violets blue.



FIG. 49.

“ One flower grew in my garden,
Down in the corner bed,
That smiled sweet thoughts to every one;
And bright ‘ Good-morning ’ said.



FIG. 50.



FIG. 51.

“ And right close by my pansies,
Some daisies nodded and swayed.
With starry eyes and slender stems
A lovely wreath they made.



FIG. 52.

“ A tall sunflower with jolly face,
Looked over the fence at me.
Its yellow petals looked like gold,
And its leaves like the waving sea.

“ A rosy apple fell at my feet,
From a bough on the old Spy tree.
Its cheeks so pink, just dimpling with fun,
Seemed to say, ‘ Do you dare eat me? ’



FIG. 53.

“ The flowers and the fruit in that garden,
Bringing joy and gladness to all,
Are gifts from our Father in Heaven,
To His children, great and small.”

—E. N. W.

THE EASTER BONNET

PEGGY had a new Easter bonnet. She had sat beside Mother all Saturday afternoon watching her make it, and when it was at last finished, Peggy said, "Oh, Mother dear, it is a perfect dream." She said this just like she had heard her big sister Mable say it.



FIG. 54.

Peggy could hardly sleep that night because she wanted it to get "to-morrow" so she could wear her new bonnet to church.

This is Peggy when she got ready for church on Easter morning (Fig. 54).

The bow on top is blue, such a deep, lovely blue. The flowers are dainty pink rosebuds. A row all across the front, and it is lined with pink satin.

As Peggy was coming home from Sunday school, she saw Katie Hennesy sitting on her door step. Her face was all streaked with tears (Fig. 55).



FIG. 55.

Peggy ran all the way home and said, "Oh, Mother, I want to give my new hat to Katie Hennesy. She hasn't got any kind of a hat, and can't go to Sunday school. I will wear my old one. Please, Mother, let me!"

Mother sat down and took Peggy on her knee. She hugged her close and said,

“Peggy, just why do you want to give your pretty new hat away?”

“I can’t, Mother, go to church and be happy when Katie has to stay at home with no hat at all. She says her Daddy can’t buy her one. Please let me, Mother!”

“To-morrow, dear, we will make Katie a pretty hat, and you can give it to her. Will that do?”

Peggy danced about with joy, and when the new hat was finished, she took it over to Katie. She told Katie’s mother all about it, so she would let Katie take it.

This is Katie when she went to church the next Sunday (Fig. 56).



FIG. 56.

THE TEN COMMANDMENTS

(*Exodus 20: 1-17*)

THE following exercise should be carried out by nine children. The verses may be given out a week before you wish the exercise, and ask that they commit them to mem-

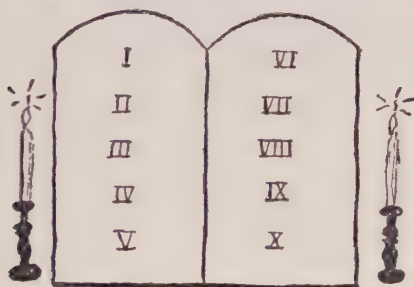


FIG. 57.

ory. Draw the tablets of stone on the blackboard. As each child comes forward, let him recite his verse, then turn to the blackboard and print the number of his commandment in its proper place (Fig. 57).

FIRST AND SECOND COMMANDMENT

These two commandments stand
For just the God I serve.
I'll try to keep my life all free
From other gods, just serving Thee.

THIRD COMMANDMENT

The third commandment stands
For kind, clean words,
And lips that speak no sin
But smile the sweetness that's within.

FOURTH COMMANDMENT

The fourth commandment stands
For the holy Sabbath day.
With work and play the week I'll fill,
And Sunday keep with righteous will.

FIFTH COMMANDMENT

The fifth commandment stands
For parents kind and dear,
We'll strive, and try in every way
To love and honour and obey.

SIXTH COMMANDMENT

The sixth commandment stands
For love to fellow men.
We'll try to quell all human strife
And give happiness to every life.

SEVENTH COMMANDMENT

The seventh commandment stands
For purity of life,
For souls kept spotless, clean and bright,
All full of love in Jesus' sight.

EIGHT AND NINTH COMMANDMENT

These great commandments stand
For honesty and truth.
We must guard our tongues and lips and
hands
If we would keep these two commands.

TENTH COMMANDMENT

The tenth commandment stands
For a contented life.
Those lives are best, and happiest, too,
When Christ adds all things unto you.

CHRIST'S NEW COMMANDMENT

This tiny candle shines
For Jesus' new command.
If from true love we do His will,
We all the ten in one fulfill.

For the last verse let one of the smallest children come forward with a small lighted candle and recite the verse, after which the others will circle about her and repeat in concert John 13: 34.

BUILDING

(*John 20: 1-18*)

IF possible, secure for an object-lesson the shell of a nautilus; if you cannot get one of these, draw a spiral shell on the blackboard; as you talk add more of the rooms. In the preparation of your lesson talk read carefully "The Chambered Nautilus," by Oliver Wendell Holmes. A part of it is given below.

Explain to the Juniors how the nautilus first has a tiny shell which is his home. He outgrows this; so he goes to work and builds another home, larger and better, joining it to the old. When it is finished, he steals

"With soft step its shining archway through,
Builds up its idle door,
Stretches in his last-found home, and knows
the old no more."

So every year he builds anew, and leaves

the old behind. That is why it is called the "chambered nautilus." The old chambers still remain; they are useless, but he cannot get rid of them.

So with our lives we build day by day. Are we building larger and better? Are we building "more stately mansions"? We cannot get rid of the yesterdays, but we can make larger room for the soul out of the to-morrows.

Christ shows us how to build, and His glorious resurrection is an example of how we may rise out of the old life and the old shell, if we build for eternity.

"Year after year beheld the silent toil
That spread his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft step its shining archway through,
Built up its idle door,
Stretched in his last-found home, and knew the
old no more.

"Thanks for the heavenly message brought by
thee,
Child of the wandering sea,

Cast from her lap, forlorn!
From thy dead lips a clearer note is born
Than ever Triton blew from wreathed horn!
While on mine ear it rings,
Through the deep caves of thought I hear a
voice that sings:—

“ Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting
sea! ”

Teach, as a summing up of the lesson, Hebrews 12: 1.

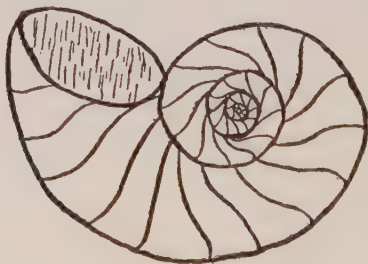


FIG. 58.

DICK'S DREAM

WHEN Dick saw the boys diving off the pier down at the beach he said, "Just watch me, I can dive farther than any of them!" What a wonderful time he had! The day was hot and the water just right (Fig. 59).



FIG. 59.

When Dick got tired of diving he sat down at the edge of the water to rest. Pretty soon he spied the big Jap parasol that his sister Nell had left on the beach. "Just the thing," said Dick. What a delightful shade it made, and he lay under it watching the dragon flies

as they flitted about near the edge of the water (Fig. 60).

Pretty soon a butterfly came sailing along. Such wonderful wings, all gold and red and black!

“My, but I’d like to be a butterfly,” said Dick (Fig. 61).

“I wonder which would be the most fun, to be a butterfly or a dragon fly.” And Dick



FIG. 60.

was just trying to decide when he found himself flying out over the water with gauzy wings, looking much like the other dragon flies, only much larger.

“Oh, this is a wonderful life!” But just then a fish jumped out of the water and almost snatched him.

“Oh, dragon fly, please stop. I'd rather be a butterfly, for they don't go over the water where the fish can get them!”

Soon Dick found himself sailing off with the beautiful wings of the butterfly.

“This is fine!” said Dick. “I'll fly over in the woods where it is cool.” So away he went. Dodging and flitting among the trees, out on the beach and back in the cool shade. Nothing could be finer.

A big boy with a net came tearing along and butterfly Dick almost flew right into it.



FIG. 61.

Dick sat up and rubbed his eyes. “Did the fish get me, or the boy with the net?”

A very sober little Dick stood by the fence that evening (Fig. 62).



FIG. 62.

“ I think I’d just rather be a boy and help Mother, and go to school, go fishing with Jimmy Jones, and dive in the lake, and—oh, well, just be a boy.”

THE SUGAR-PLUM TREE

“Have you ever heard of the Sugar-Plum Tree!

’Tis a marvel of great renown!

It blooms on the shore of the Lollypop Sea

In the garden of Shut-Eye town;

The fruit that it bears is so wondrously sweet,

(As those who have tasted it say),

That good little children have only to eat

Of that fruit to be happy next day.

“When you get to the tree, you would have a hard
time

To capture the fruit which I sing;

The tree is so tall that no person can climb

To the boughs where the sugar-plums swing;

But up in that tree, sits a chocolate cat,

And a gingerbread dog prowls below—

And this is the way you contrive to get at

Those sugar-plums tempting you so:

“You say but the word to that gingerbread dog,

And he barks with such terrible zest

That the chocolate cat is at once all agog,

As her swelling proportions attest.

And the chocolate cat goes cavorting around

From this leafy limb unto that,

And the sugar-plums tumble, of course, to the
ground—

Hurrah for that chocolate cat!

"There are marshmallows, gumdrops and pepper-
mint canes,

With stripes of scarlet and gold,
'And you carry away of the treasure that rains
As much as your apron can hold!—
So come, little girl, cuddle closer to me
In your dainty white nightcap and gown,
And I'll rock you away to that sugar-plum tree
In the garden of Shut-Eye town."

—EUGENE FIELD.

In illustrating the above poem with chalk,
draw the tree as you read or recite the first



FIG. 63.

verse. The tree should be very tall. As the second verse is told, outline the chocolate cat and gingerbread dog. In the third verse, the

sugar-plums will begin to drop off the tree, and as you recite the fourth verse, sketch a little girl holding her apron to catch the candy. Lollypop Sea may be indicated with a few strokes of blue chalk, and Shut-Eye town by drawing the sleepy children in bed (Fig. 63).

CONTENT

I was cross and ugly; my face wore a frown;
There was wood to saw and a trip to town.
I knew the fish in the pasture brook
Were waiting to nibble my brand-new hook.



FIG. 64.

So work was a trial, and I was sore,
And every-day life was a perfect bore.
Pretty soon a song-sparrow trilled his note;
And his cheerful song my grumbling broke.

Oh, bird on the post, you sing all day;
You don't have to work, life is all play.
"Just see if I don't!" The bird chirped on.
"I have been busy since early dawn.



FIG. 65.

“ I hunt and weave, and my song is meant
To fill every heart with sweet content.
So I sing and work, and work and sing
Till all the world with joy will ring.”



FIG. 66.

Here's a lesson for me, I can plainly see.
Get busy and work like the birds in the tree.
Whistle and smile, and cheerfully sing,
Content and glad like the bird on the wing.

For like the bird, my life is meant
 To fill the world with sweet content.
 To help the weary and cheer the sad,
 And try my best to make every one glad.

WHY	{	C hrist teaches contentment
WE		O thers made happier
SHOULD		N o worry
		T eachers love us more
		E verything looks beautiful
		N o frowning faces
		T ake joy everywhere we go
		E ach act is more helpful
BE	D o more good	

LITTLE YOSHIO AND MISS MISSIONARY

YOSHIO SIKO was standing out in the yard under the cherry tree. He loved the cherry tree because it was full of wonderful white blossoms. It stood right in front of his pretty home (Fig. 67).



FIG. 67.

“Oh, Miss Missionary is coming,” and Yoshio began to wave his hands and jump about. He loved Miss Missionary very much. First of all, she had on a pretty pink and white dress, and a hat with lovely white blossoms on it, most like his beloved cherry tree.

“Would she turn in at his walk?” thought little Yoshio. Oh, yes, here she comes right towards him. He would take her hand and walk into the house, and right up to his mother. His mother would bow and then make Miss Missionary a cup of tea, and they would talk. But the best of all came after his mother had served the tea and carried away the cups.

He would stand beside Miss Missionary and she would take a pretty book in her hand and tell such wonderful stories to him and his mother.

One day she brought him a pretty book just like the one she had told him the stories out of, only it was ever so much smaller. And in the book she laid a beautiful cross.

The cross was made of gold paper and Miss Missionary said that it was to make little Yoshio think of Jesus. She had told him so many stories about Jesus that Yoshio almost loved Him, and wanted Him for a friend.

Miss Missionary told him that the book was

God's word, and would make him a good boy and a great man. And that the cross stood for Jesus' love which would save him from all evil.

When Yoshio's mother came in and saw the Bible and the cross lying near the cushion where Yoshio loved to sit, she knew he had given his heart to Jesus. The next day she took his hand and led him to the Christian school where Japanese boys learned how to live splendid and brave Christian lives.

AT OUR WIT'S END

WHAT junior worker or Sunday-school teacher does not find herself just at this particular place once in a while? When this is the case what can be done to clear the air and concentrate the thoughts of the boys and girls again on the lesson? We try a song. Occasionally that will work. Perhaps, if it is not too confusing to other people who may be in the same room, we can have a marching song, played and sung, as the children march around the room. If this fails and the youngsters are still unattentive, what can we try?

Perhaps some games, acrostics and other chalk work will be worth trying. The secret of all of these is to get the children busy and get their thoughts off of the things that have amused them or taken their attention from the lesson. So by all means in this supplementary work, not only let, but urge the pupils to

do the work, supply the words in acrostic or brace, do the guessing, etc.

If a child's mind is occupied and working on a certain thing, and his eyes following a piece of chalk to see what it is going to do next, he will not be pulling the wings off a fly or tickling Jack's ear, nor even putting a bean down Billy's collar. If you ask what kind of a man Joseph was, and ask for hands up; at the same time print Joseph's name in a vertical line; one will say he was a good man, another a kind man, etc. Now ask them to name one characteristic that Joseph had that begins with the letter J. After some thought some one will say a **JUST** man. Print the letters **u s t** after the first letter of Joseph's name. Your next question will perhaps be: What did Joseph always do? After several suggestions which you may not be able to convert into a suitable word for the acrostic, ask what it is that always pleases mother, and some one will say, "When I do the things she loves to have me do." Sure enough, that is

just the thing Joseph did. He did the things that God liked to have him do. So we will write the word **OBEYED**, using the second letter in Joseph's name for the initial letter. Now what will our **S** stand for? Let us think of some other splendid traits that Joseph had. Some one says he was **SINCERE**. Another, that he **SERVED** the king. You see we have two good words for our **S**. Now we must think of something that begins with **E** that will exemplify his life. Tom says that Joseph was **EARNEST**. Then, when we think of the way his brothers treated him and how he never complained, it makes us think of a word that begins with **P**. Sure enough, Phil, he was **PATIENT**. Now, just one more letter. What was that splendid thing Joseph did when he heard there was a famine in Israel? **HELPED** his people!

And here is our acrostic as it has worked out:

J ust
O beyed
S erved
E arnest
P atient
H elped

Tom, how would you like to live so your name would stand for some splendid things? Let us see what the name of Thomas might stand for.

T ruthful
H onest
O rderly
M ade good
A ctive
S incere

What a splendid record that would be for any one! We all feel sure that Tom will measure up to every bit of it.

Almost any name may be used in this way, and while it catches and holds the interest of the pupils it will, at the same time, teach a lesson and fix an idea indelibly in their minds.

In the following acrostics, which are merely

suggestive, other and better words may be suggested by the children with whom you are working. These simply show another way of using the chalk.

P reached	J esus' friend
A missionary	O vercame difficulties
U ndaunted	H appy in serving
L ived for Christ	N ever doubted

S inned not	
A dvised others	E xcelled
M inded God	Z ealous
U sed himself	R eady
E ndured	A imed high
L istened to God	

TEACHING THE NAMES OF BIBLE PEOPLE

The following is a simple and attractive way of teaching the names of prophets: Draw a large letter **J** on the blackboard. Ask how many of the prophets' names begin with this letter. As they are named, group their names after the letter **J**. They will work out something as follows:

J	onah	M	icah	D	aniel
	oel		alachi	A	mos
	eremiah			N	ahum
H	osea	Z	ephaniah	I	saiah
	abakkuk		echariah	E	zekiel
	aggai			L	earn about them

Other names may be grouped in a similar way. The initial letters may be used, or an outline sketch used to indicate different callings or vocations. For instance, a sketch of a fish-net may be made. Ask how many disciples were fishermen. Or make a tent and ask how many were tent-makers. Outline a king's crown and ask the pupils to name the Bible kings, etc.

BRACES AND THEIR USE

Braces are invaluable in blackboard work. A lesson neatly put on the blackboard in braces, having the words suggested by the pupils, not only looks attractive but makes a far greater impression on the mind. The following examples show how extensively the

braces may be carried out, one thing suggesting another. The use of colored chalk in brace work will prove very attractive. Use one color for the braces and another for the writing. Or make the large brace of one color and the smaller ones of another color.

Almost any subject may be treated in this way. If your class or society become restless, choose a subject at random. Suppose we take the subject of **WHAT IS WORTH WHILE TO STUDY**. Write or print this at the top of the blackboard. Draw a large brace at the left of the blackboard. Ask the pupils to mention something that is worth while to study. They will be almost sure to name books first. Write the word **BOOK** at the point of the brace. In answer to the question "What kinds of books are good for us to study?" you will get several answers. The following is this subject carried out in detail:

BOOKS	HISTORY	{ To learn what has taken place To get acquainted with great people To find out about places and things	
	SCIENCE	{ Of machinery Of electricity Of physics Of chemicals Etc.	
	ART	{ Great paintings Pottery Statuary Music Etc.	
	BIBLE	{ To learn how to live How to be Christlike How to be most helpful How to reach heaven Etc.	
PEOPLE	GREAT MEN	{ Gladstone Washington Lincoln Roosevelt Etc.	
	INVENTORS	James Watt	{ Steam
		Benjamin Franklin	{ Electricity
		Madame Curie	{ Radium
		Eli Whitney	{ Cotton Gin
	REFORMERS	JESUS	{ Christianity
		Luther	{ The Church
		Frances Willard	{ Temperance

This subject may be carried out still farther if so desired. Another subject will work out something as follows:

WHAT DO WE OWE TO GOD

Center this blackboard work around the Bible text Luke 20: 21-25.

WHAT DO WE OWE GOD?	LOVE	{	Our hearts
	THE SERVICE OF		Our minds
			Our hands
			Our feet
			Our voices
	OUR INFLUENCE THROUGH	{	Gentleness
			Meekness
			Thoughtfulness
			Self-control
			Self-denial

HOW CAN WE PAY THESE?	B e faithful	{	LOVE
	E verywhere in every way		
	I nvite others to pay		
	N ever miss an opportunity to pay		
	G ood deeds will pay		
	R emembering God		
	I mprove opportunities		
	G iving		
	H elping		
	T rusting		

WHEN CAN WE PAY THEM?	In the morning sow thy seed.	{	Ecc.
	To-day if we shall hear His voice.	{	11 : 6
	Remember now thy Creator in the days of thy youth.	{	Heb.
			4 : 7
			Ecc.
			12 : 1

WHERE SHALL WE PAY THEM?	{	At home
		In school
		On the street
		At play
		At church, Sabbath School, and Christian Endeavour
		Everywhere

The following is still another plan of using the braces.

WHO WERE SOME OF CHRIST'S HELPERS? WHAT KIND OF MEN WERE THEY?

JOHN	{	"I have fought the good fight, I have finished my course, I have kept the faith, henceforth there is laid up for me a crown of righteousness, which the Lord, the righteous Judge, shall give me at that day: and not to me only, but unto all them also that love his appearing."—2 Tim. 4:7, 8.	{	Christlike
PAUL				Sincere
PHILIP				Faithful
STEPHEN				Self-sacrificing
JOHN BAPTIST				Humble
PETER				"Thou art a rock"
ETC.				Etc.

BIBLE GAMES

A lesson may be taught and a truth impressed by using simple, harmless games. They should be of such a nature as to tax the mind and carry with them a meaning and an interest that will leave an altogether good influence. Use your most restless boy or the giggling girl as leaders in the games or to use

the chalk. In team work or "choosing sides" choose your captains tactfully, then, still more tactfully, be the power behind the throne. One almost always thinks of games as rude and hilarious, something to be indulged in on a week-day, but which would be demoralizing on Sunday. Many games are of that nature and we cannot be too discriminating in our choice of games. The games suggested are of a quiet nature and need not disturb any one if conducted in the class, or society.

GAMES

OUT OF THE JUMBLE

With chalk and blackboard in readiness, ask each pupil to give you one letter of the alphabet. If you have a small class let each pupil name two letters. As the letters are named print them in the order given near the top of the blackboard. Then let the pupils make words out of them. As the words are formed write them on the blackboard. This may take the form of a contest by di-

viding the society into two teams, which will take turns guessing. The side getting the most words out of the letters wins. The words may be confined to names of Bible people, cities, animals, etc. For instance, out of the letters A C P E L M I F T O U H I W J N S R B we get the words: Paul, Philip, John, Jerusalem, fish, horse, cow, Israel, Joseph, Bethlehem, etc.

GUESSING FROM PICTURES

The plan of this game is to draw a simple picture, a mere outline, of the thing to be guessed. After the picture is drawn, ask what person or incident in the Bible it suggests. For instance, outline a scepter on the black-board and ask what queen it suggests. The answer is Queen Esther. The following are suggested for the game. Many others may be added. A basket in some rushes: Moses. Some loaves and fishes: the feeding of the five thousand. Pole with serpent wound round it: the Israelites in the wilderness. A

jug: the widow's cruse of oil. Lamp: the parable of the ten virgins. Broom: the lost coin. Dove: the flood. Boat: the ark. An apple: the garden of Eden, etc.

To conduct the game make a drawing of the thing you have in mind, then ask the pupils to tell what it stands for. When the correct answer is given, write it under the drawing.

INITIAL LETTERS

Print a letter of the alphabet on the blackboard and ask the pupils to name people of the Bible whose names begin with that letter. As they are named, write the names on the blackboard. When all the Bible characters have been named that can be thought of, ask them to name people in history who have done things to make the world better. Proceed with different letters.

I HAVE IN MIND

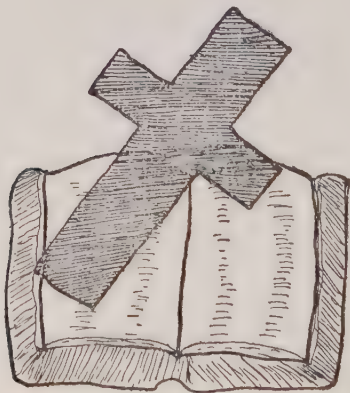
This very pleasing game has been used for

some time but never fails to interest children and young people.

Seat the children in a circle. One will be leader and will say to a certain one, "I have in mind a certain person who climbed a tree when a wonderful man passed by; can you guess who he was?" If the one asked cannot guess, the leader may say, "He was a very small man." The answer is Zacchæus. The first one who fails in his answer will become leader, and the one who was leader takes his place in the circle. So proceed. The following are suggestive characters. Others may be added.

I have in mind a man who, when a boy, killed a giant. David. A boy whose mother made him a pretty coat of many colors. Joseph. A man who killed his brother. Cain. A man who sold his brother a dish of pottage. Jacob. A man who went upon a high mountain and received some stone tablets from God. Moses. A king who built a Temple. Solomon. A queen who traveled a long

ways to see a very rich man. The Queen of Sheba. A woman who made a manger into a cradle for her babe. Mary. A man who slept under a juniper bush. Elijah. A woman who gleaned in the fields. Ruth. A man who betrayed his best friend for thirty pieces of silver. Judas. A woman who broke an alabaster box of precious ointment at Jesus' feet. Mary, sister of Lazarus.



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